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Department of English Composition

Nott William Flint

The object of the course is twofold: To give a practical knowledge of English Composition, and to discover means for increasing the interest of grade teachers and pupils in this means of expression. To the first end the laws of English Composition discussed in the classroom will be applied and illustrated in the writing of weekly themes. These themes will be criticised by the instructor—the typical ones before the class—and then rewritten or revised by the students. Material gathered in other classes will be used in the construction of these themes, thus affording each student an opportunity to get his classroom work into a concise literary form.

The second object of the course—the discovery of fresh interests for teacher and pupil in composition—will be aimed at mainly in class discussions. That composition is admirably adapted for the use of teachers in enabling the child to express himself, and for pupils as a pleasant and absorbing mode of self-expression, the instructor will endeavor to show. As far as possible this latter object will be brought about together with the first. The sixth week of the course, however, will be given up entirely to the consideration of the uses of English Composition in the grade schools.

I. General. Is rhetoric an art or a science? Difference between Rhetoric and Grammar? Why learn to write? If composition is self-expression, why bind it with laws?

II. The whole composition. Construction work. Choice of subjects. (a) Range: abstract or concrete. (b) Titles. Finding material. (a) Two sources: personal experience and the experience of others. (b) Selection of material. Organization. (a) Outlines: use and necessity. (1) Introduction, (2) Body, (3) Conclusion. Laws. (a) Unity. (b) Coherence. (c) Mass.

III. The Paragraph. (a) Definition and general theory. (b) Historical account. (c) Modern treatment in English, French, and German. (d) Theory of length. Kinds of paragraphs. Laws: (a) Unity. (b) Coherence. (c) Emphasis.

IV. The Sentence. 1. (a) Definition. (b) Length of sentence; effect and variety. 2. Content of sentence. (A) Unity of thought: (a) too little; (b) too much; (c) the comma blunder. (B) Unity of form; subordination of clause ideas. 3. Coherence. (a) Logical order of phrases and clauses. (b) Nearness in thought should correspond with nearness in form. (c) Parallel constructions. (d) Reference words. 4. Mass. (a) Proportion. (b) Emphasis: Periodic structure.

V. The Word. The Canon of Good Use. 1. Usage should be: (a) Reputable, (b) National, and (c) Present. 2. Solecisms, Barbarisms, Improprieties. 3. Vocabulary.

Department of Library Work

Irene Warren

The Library Department of the Chicago Institute has been planned to meet the needs of the teacher. The large libraries in Chicago with their fine special collections open to students offer excellent opportunities for research in various lines and permit the Chicago Institute to expend its funds on those books which are peculiarly adapted to the teacher's use. The Chicago Institute library now con-